



# ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1526 West Missouri Ave, Phoenix, AZ 85015

Osborn Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

## AZ LEARNS<sup>1</sup>

### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

## School Overview

Principal/Administrator : Mrs. Karen A. Epps  
Schedule : 07:30 AM to 04:30 PM  
Grades : Pre-K-6  
Web Address : [www.osbornnet.org](http://www.osbornnet.org)  
Phone Number : (602) 707-2600  
Fax Number : (602) 707-2640  
E-mail : [kepps@osbornnet.org](mailto:kepps@osbornnet.org)

## Mission

Our mission is to recognize and develop the unique potential of each individual by assuring they learn the skills, acquire the knowledge, and develop attitudes and behaviors necessary for productive living in a changing, multicultural/global society.

## No Child Left Behind

### Adequate Yearly Progress (b)

2005-06 Not Met  
2004-05 Met  
2003-04 Met

### School Improvement Status (b)

2005-06 Warning Year  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

## School / Academic Goals

- ü Continue to increase the percentage of students meeting or exceeding the standards on the AIMS tests in reading, writing, and mathematics.
- ü Continue to decrease the number of students falling far below the standards on the AIMS tests in reading, writing and mathematics.
- ü Continue to increase the number of students making adequate yearly progress as evidenced by AIMS reading and mathematics data.
- ü Increase student attendance rate.

## Enrollment

October 1, 2005 School Year Student Enrollment : 790  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 124

## Instructional Programs

- Ü Standards-based Instructional Programs
- Ü Full-day Kindergarten
- Ü Special Education Preschool
- Ü Music/Band/Art/PE
- Ü Gifted and Special Education Programs

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

We as a staff at Solano have set high expectations for our students in areas of academic achievement, lifeskills, and discipline. Our curriculum and classroom instruction are aligned to the Arizona Academic Standards at all grade levels.

### Parents

The Solano staff expects parents to have students attend school regularly, support students in completing homework, support school rules, communicate regularly with the school and attend parent conferences and meetings.

## Transportation Policy

Our major goal is to ensure the safe transport of students to and from school. Failure to follow the rules and the directions will result in specific penalties, including removal of the privilege of riding the bus on a temporary or permanent basis.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Rodel Exemplary Teacher Finalist	2004
Ü Project GOAL: Grade One - Phoenix Public Libraries	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	437	800	100	99	99	440	438	447	16	18	10	19	20	18	49	46	53	17	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	224	389	97	98	99	436	439	447	16	14	9	23	20	19	46	51	55	16	15	17
Male	51	212	409	100	100	98	444	436	448	16	22	11	16	19	18	51	41	52	18	18	19
African American	15	51	420	94	94	99	431	425	430	20	29	17	27	18	23	33	33	51	20	20	9
Hispanic	59	276	345	100	99	99	433	435	432	15	19	14	25	20	24	49	47	53	10	14	9
Asian/Pacific Islander	NC	NC	206	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	13	49	397	100	100	96	426	436	424	23	10	17	8	27	30	62	49	47	8	14	6
White	18	53	351	100	100	99	464	455	465	11	9	5	NA	15	11	61	53	56	28	23	28
Students with Disabilities	11	55	101	92	98	93	405	404	419	45	40	28	27	31	28	18	24	36	9	5	8
Students without Disabilities	98	382	698	100	99	100	443	442	451	12	14	7	18	18	17	52	49	56	17	18	19
Limited English Proficient Students	24	110	140	100	100	97	412	404	413	21	34	24	38	32	34	42	35	39	NA	NA	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	97	381	390	97	97	98	440	439	432	14	17	14	20	19	25	51	48	52	15	17	9
Non-Economically Disadvantaged	12	56	409	100	100	100	440	430	462	25	25	6	17	25	13	33	36	54	25	14	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	108	432	794	100	98	98	438	430	451	14	20	9	30	28	24	51	47	56	6	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	222	387	97	97	99	441	436	457	14	14	7	26	30	22	53	50	58	7	6	13
Male	50	209	405	100	98	97	433	423	446	14	26	12	34	27	25	48	44	54	4	2	9
African American	15	51	417	94	94	98	437	424	439	20	22	13	13	31	29	60	45	52	7	2	6
Hispanic	58	271	342	98	97	98	426	425	434	16	23	14	38	27	31	43	46	50	3	3	5
Asian/Pacific Islander	NC	NC	206	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	13	49	394	100	100	95	434	431	429	8	12	14	46	45	36	46	39	47	NA	4	3
White	18	53	348	100	100	98	463	455	471	11	13	4	11	19	15	72	58	63	6	9	18
Students with Disabilities	10	50	95	83	89	88	NA	381	416	NA	52	30	NA	22	32	NA	26	34	NA	NA	5
Students without Disabilities	98	382	698	100	99	100	444	435	456	8	16	7	32	29	23	54	50	59	6	5	12
Limited English Proficient Students	23	105	138	96	95	96	406	390	407	22	43	27	52	41	43	26	16	29	NA	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	96	376	386	96	96	97	438	431	435	13	18	14	31	29	32	51	49	50	5	4	5
Non-Economically Disadvantaged	12	56	407	100	100	99	438	421	467	25	32	5	17	27	16	50	36	62	8	5	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	109	436	799	100	99	99	407	397	423	13	16	8	50	45	41	37	38	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	57	224	389	97	98	99	420	420	437	9	7	5	47	42	33	44	49	57	NA	2	4
Male	51	211	408	100	99	98	391	373	410	18	26	10	53	48	47	27	26	41	2	0	2
African American	15	51	420	94	94	99	421	389	411	13	22	11	47	49	45	33	27	43	7	2	2
Hispanic	59	276	344	100	99	99	399	392	410	14	18	10	54	45	46	32	37	43	NA	1	1
Asian/Pacific Islander	NC	NC	206	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	13	49	399	100	100	96	399	394	409	15	14	10	62	47	47	23	39	42	NA	NA	1
White	18	52	351	100	100	99	412	425	437	11	6	5	33	40	35	56	48	56	NA	6	5
Students with Disabilities	11	53	102	92	95	94	296	309	377	64	49	23	27	34	51	9	17	25	NA	NA	1
Students without Disabilities	98	383	697	100	99	100	419	408	429	7	11	5	52	46	39	40	41	52	1	2	3
Limited English Proficient Students	24	110	139	100	100	97	386	351	382	17	34	18	54	48	54	29	18	27	NA	NA	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	97	381	389	97	97	98	408	401	409	11	15	10	51	45	47	38	39	41	NA	1	1
Non-Economically Disadvantaged	12	55	409	100	100	100	393	371	437	25	25	5	42	44	34	25	29	56	8	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	99	436	80147	100	100	99	467	473	482	16	14	11	15	17	17	56	50	49	13	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	48	223	39281	98	99	99	476	474	483	8	13	9	17	16	17	63	53	50	13	17	24
Male	51	213	40780	100	100	98	460	472	482	24	15	12	14	18	17	49	47	48	14	20	24
African American	17	50	4249	100	100	99	455	465	464	24	14	17	12	26	22	65	46	48	NA	14	13
Hispanic	52	260	33494	100	100	99	469	472	466	13	13	15	19	17	23	50	50	49	17	19	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	17	58	4117	100	100	96	463	480	456	24	16	19	NA	7	27	76	60	46	NA	17	8
White	11	60	36122	85	95	99	490	479	501	NA	13	5	27	18	10	36	43	50	36	25	35
Students with Disabilities	14	56	10295	100	97	92	425	422	443	57	50	33	NA	21	26	43	27	33	NA	2	8
Students without Disabilities	85	380	69852	100	100	100	474	480	488	9	9	7	18	16	16	58	54	51	15	21	26
Limited English Proficient Students	22	113	12722	100	100	97	443	444	441	23	27	27	32	24	33	41	43	37	5	5	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	89	401	38371	97	98	97	469	473	465	16	14	15	15	17	23	55	50	49	15	19	13
Non-Economically Disadvantaged	10	35	41776	100	100	100	NA	469	498	NA	14	6	NA	20	11	NA	57	49	NA	9	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	430	79686	100	99	98	445	449	470	26	21	11	23	29	24	50	46	57	1	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	221	39163	100	98	99	451	454	475	20	18	9	22	29	22	55	47	60	2	7	10
Male	51	209	40438	100	99	97	440	444	465	31	23	13	24	30	25	45	45	54	NA	2	7
African American	17	50	4228	100	100	98	453	460	458	29	18	15	12	26	28	59	46	53	NA	10	4
Hispanic	52	255	33299	100	98	98	441	446	452	27	22	17	27	29	32	44	45	47	2	4	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	17	56	4087	100	100	96	444	449	446	18	13	16	24	38	38	59	48	44	NA	2	2
White	12	61	35914	92	97	98	463	457	489	25	25	5	17	21	15	58	49	67	NA	5	14
Students with Disabilities	15	50	9808	100	86	87	408	406	432	67	60	35	13	18	32	20	22	30	NA	NA	3
Students without Disabilities	85	380	69878	100	100	100	452	454	475	19	16	8	25	31	23	55	49	61	1	5	9
Limited English Proficient Students	22	110	12594	100	97	96	411	417	422	50	44	34	36	33	45	14	23	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	90	396	38095	98	97	97	446	449	452	24	21	17	23	29	32	51	45	48	1	5	3
Non-Economically Disadvantaged	10	34	41591	100	100	99	NA	452	486	NA	21	6	NA	26	16	NA	50	65	NA	3	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	434	80372	100	100	99	458	454	475	7	10	4	38	36	30	53	53	64	2	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	224	39452	100	100	99	462	461	488	6	9	3	37	28	22	57	63	72	NA	0	3
Male	49	210	40836	100	100	98	453	446	464	8	10	6	39	46	37	49	43	56	4	1	1
African American	16	48	4264	100	100	99	457	458	465	13	10	5	31	38	35	56	52	59	NA	NA	1
Hispanic	51	259	33608	98	99	99	454	453	462	6	8	6	43	39	36	49	51	57	2	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	17	58	4128	100	100	97	465	459	464	6	10	4	24	24	39	65	64	56	6	2	1
White	12	61	36213	92	97	99	478	459	489	NA	10	2	42	34	22	58	54	72	NA	2	3
Students with Disabilities	13	54	10526	93	93	94	409	394	427	15	30	15	69	57	53	15	11	31	NA	2	1
Students without Disabilities	85	380	69846	100	100	100	465	462	482	6	7	3	33	33	26	59	59	69	2	1	2
Limited English Proficient Students	22	113	12747	100	100	97	403	414	432	23	22	12	59	49	52	18	29	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	87	398	38521	95	97	98	462	455	461	6	9	6	38	37	38	54	53	55	2	1	1
Non-Economically Disadvantaged	11	36	41851	100	100	100	421	439	489	18	17	3	36	28	22	45	56	72	NA	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	408	79306	91	98	99	497	495	504	22	18	13	24	23	20	32	41	49	23	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	200	38845	89	97	99	501	495	505	19	14	11	21	25	20	34	45	50	26	17	18
Male	55	208	40383	93	99	98	494	494	504	24	23	14	25	21	19	31	38	47	20	18	19
African American	16	41	4171	84	91	98	507	489	485	13	22	20	25	24	26	31	32	44	31	22	10
Hispanic	54	252	32673	90	98	99	496	493	487	28	20	18	19	25	25	33	38	46	20	17	10
Asian/Pacific Islander	NC	11	2147	NC	100	99	NC	499	539	NC	9	5	NC	18	10	NC	55	46	NC	18	40
American Indian/Alaskan Native	15	39	4034	94	98	97	477	489	479	27	15	22	27	21	29	27	49	43	20	15	7
White	13	65	36234	100	100	99	514	508	523	8	12	6	31	17	13	31	52	52	31	18	28
Students with Disabilities	NC	65	10286	NC	90	91	NC	455	462	NC	45	41	NC	28	27	NC	23	27	NC	5	5
Students without Disabilities	94	343	69020	98	100	100	500	501	510	19	13	9	23	22	18	34	45	52	23	20	21
Limited English Proficient Students	14	95	10291	82	97	96	441	459	458	64	40	38	29	33	34	7	23	26	NA	4	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	92	367	37437	88	96	97	499	495	486	22	19	19	23	23	26	32	41	46	24	17	9
Non-Economically Disadvantaged	10	41	41869	100	100	100	NA	498	521	NA	17	7	NA	22	14	NA	41	51	NA	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	106	407	79000	95	98	98	472	470	489	19	18	10	27	29	24	51	51	58	3	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	51	203	38774	96	99	99	471	474	494	20	16	7	25	25	22	51	56	61	4	2	10
Male	55	204	40150	93	97	98	473	465	485	18	20	12	29	34	25	51	45	55	2	1	8
African American	17	42	4153	89	93	98	489	475	476	18	21	13	12	24	30	65	50	53	6	5	4
Hispanic	56	250	32508	93	98	99	466	466	472	23	20	15	30	32	33	43	46	49	4	2	3
Asian/Pacific Islander	NC	11	2142	NC	100	99	NC	467	510	NC	9	4	NC	45	14	NC	45	67	NC	NA	16
American Indian/Alaskan Native	16	40	4016	100	100	96	460	471	467	19	15	14	31	25	37	50	60	46	NA	NA	2
White	13	64	36135	100	100	98	493	483	508	NA	9	4	31	25	14	69	64	67	NA	2	15
Students with Disabilities	11	63	9991	69	88	88	438	433	449	45	43	33	27	30	36	27	27	29	NA	NA	2
Students without Disabilities	95	344	69009	99	100	100	476	475	495	16	13	6	27	29	22	54	55	62	3	2	10
Limited English Proficient Students	13	91	10199	76	93	95	417	430	439	77	45	35	23	44	47	NA	11	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	96	366	37234	92	95	97	473	469	472	19	18	15	26	29	33	52	51	50	3	2	3
Non-Economically Disadvantaged	10	41	41766	100	100	99	NA	474	505	NA	15	5	NA	32	16	NA	51	65	NA	2	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	105	409	79611	94	98	99	473	465	496	11	15	7	50	46	37	39	39	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	201	39016	92	98	99	492	484	511	8	9	4	43	43	29	49	48	66	NA	NA	1
Male	56	208	40519	95	99	98	456	446	482	14	21	10	55	49	44	30	30	46	NA	NA	0
African American	18	43	4188	95	96	98	485	482	486	11	14	9	39	37	40	50	49	50	NA	NA	0
Hispanic	55	252	32855	92	98	99	463	459	481	15	18	10	51	46	43	35	37	47	NA	NA	0
Asian/Pacific Islander	NC	10	2149	NC	91	100	NC	NA	519	NC	NA	4	NC	NA	24	NC	NA	70	NC	NA	2
American Indian/Alaskan Native	16	39	3992	100	98	96	462	474	478	13	10	10	63	54	46	25	36	44	NA	NA	0
White	13	65	36380	100	100	99	504	468	511	NA	12	4	38	46	30	62	42	65	NA	NA	1
Students with Disabilities	12	68	10664	75	94	94	396	390	440	50	41	23	42	41	54	8	18	22	NA	NA	1
Students without Disabilities	93	341	68947	97	99	100	483	478	504	6	10	4	51	47	34	43	43	61	NA	NA	1
Limited English Proficient Students	12	93	10362	71	95	97	389	400	438	42	41	22	50	48	57	8	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	96	369	37626	92	96	98	471	464	479	11	16	10	51	47	45	38	37	45	NA	NA	0
Non-Economically Disadvantaged	NC	40	41985	NC	100	100	NC	482	511	NC	10	4	NC	38	30	NC	53	65	NC	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	362	79327	96	100	98	534	516	518	9	20	19	11	17	20	61	49	46	18	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	189	38961	98	100	98	537	515	520	7	23	16	14	17	20	58	44	48	21	15	16
Male	45	173	40295	94	99	97	531	516	516	11	17	21	9	17	19	64	54	44	16	12	16
African American	14	51	4247	100	100	98	502	496	499	21	33	27	7	12	24	64	47	41	7	8	8
Hispanic	42	220	32327	88	99	98	540	515	499	7	20	27	14	19	25	55	46	41	24	15	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	16	37	4391	100	100	96	525	520	489	NA	16	32	19	14	27	81	65	36	NA	5	4
White	14	46	36373	100	100	98	555	526	538	14	13	10	NA	22	14	57	50	52	29	15	25
Students with Disabilities	NC	45	9321	NC	94	87	NC	477	467	NC	47	54	NC	16	22	NC	36	21	NC	2	3
Students without Disabilities	85	317	70006	100	100	100	536	521	524	8	17	14	11	17	19	62	50	49	19	15	18
Limited English Proficient Students	NC	67	9431	NC	100	95	NC	470	466	NC	54	53	NC	21	27	NC	22	18	NC	3	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	77	318	37097	91	97	97	534	518	498	9	19	27	10	17	25	62	49	41	18	14	7
Non-Economically Disadvantaged	11	44	42230	100	100	99	534	501	535	9	32	11	18	16	15	55	43	50	18	9	24

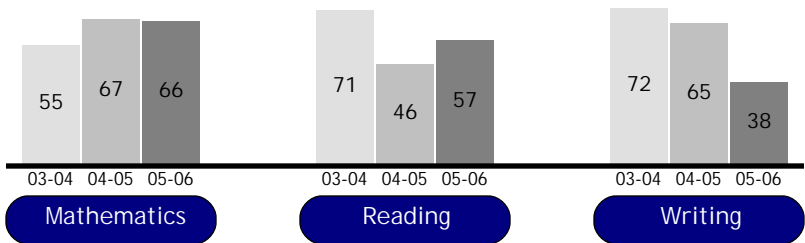
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	361	79501	100	100	98	499	485	497	9	12	10	20	32	25	66	52	60	5	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	189	39062	100	100	99	504	488	502	9	12	8	13	32	23	73	52	64	4	4	5
Male	47	172	40368	98	99	98	493	482	491	9	13	13	26	33	27	60	52	57	6	3	3
African American	14	52	4279	100	100	99	485	473	485	21	19	14	7	33	30	71	46	54	NA	2	2
Hispanic	46	220	32389	96	99	98	495	483	478	9	13	16	26	34	34	59	50	48	7	3	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	16	35	4401	100	100	96	493	491	473	NA	6	17	19	26	40	81	66	43	NA	3	1
White	14	46	36446	100	100	99	526	501	516	7	7	4	14	30	15	64	57	73	14	7	7
Students with Disabilities	NC	45	9411	NC	94	88	NC	447	453	NC	27	36	NC	49	36	NC	24	26	NC	NA	1
Students without Disabilities	85	316	70090	100	100	100	503	490	502	7	10	7	16	30	24	71	56	65	6	4	5
Limited English Proficient Students	NC	64	9401	NC	100	94	NC	443	443	NC	41	40	NC	48	46	NC	11	14	NC	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	81	318	37183	95	97	97	497	486	479	9	12	16	20	32	34	67	53	49	5	3	1
Non-Economically Disadvantaged	11	43	42318	100	100	99	509	480	513	9	16	5	18	35	17	64	44	70	9	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	364	80000	100	100	99	565	551	564	3	4	3	11	10	11	74	77	75	12	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	190	39288	100	100	99	580	565	579	2	4	2	9	6	6	71	79	77	18	12	16
Male	48	174	40644	100	100	98	551	537	549	4	5	4	13	15	15	77	76	74	6	4	7
African American	14	51	4307	100	100	99	541	527	551	7	12	4	14	10	13	79	75	75	NA	4	7
Hispanic	47	223	32672	98	100	99	562	553	548	4	3	4	15	12	14	70	78	76	11	7	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	16	37	4424	100	100	97	560	557	549	NA	3	3	6	5	14	94	89	77	NA	3	5
White	14	45	36602	100	100	99	595	561	579	NA	4	2	NA	7	7	64	71	75	36	18	16
Students with Disabilities	NC	49	9919	NC	100	93	NC	494	505	NC	8	9	NC	37	35	NC	53	54	NC	2	2
Students without Disabilities	86	315	70081	100	100	100	570	560	571	2	4	2	8	6	7	77	81	79	13	9	12
Limited English Proficient Students	NC	66	9571	NC	100	96	NC	494	502	NC	17	10	NC	20	29	NC	64	60	NC	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	82	322	37534	96	98	98	564	551	547	4	4	4	11	10	15	73	78	76	12	7	5
Non-Economically Disadvantaged	11	42	42466	100	100	100	575	556	578	NA	5	2	9	10	7	82	74	75	9	12	16

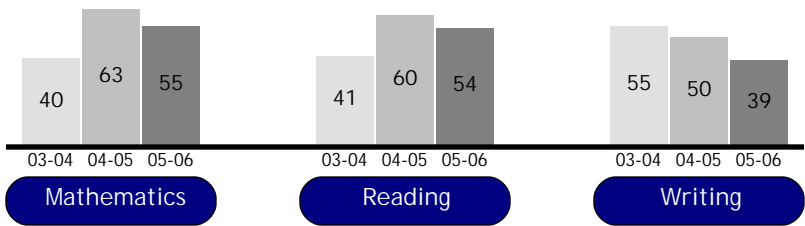
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.



## ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.



## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	38	NA	58	100	31	32	47	100	27	24	46
	Language	100	30	21	50	100	29	30	47	100	27	27	48
	Mathematics	98	61	53	64	100	41	37	50	100	32	35	52
3	Reading	100	50	NA	55	99	31	30	44	100	32	28	46
	Language	100	53	43	61	99	29	28	44	100	32	27	46
	Mathematics	100	60	49	61	99	38	37	51	100	41	41	52
4	Reading	95	46	NA	56	100	42	36	48	100	34	34	52
	Language	100	42	33	52	100	43	37	49	99	32	35	52
	Mathematics	100	56	44	61	100	48	44	53	100	43	46	58
5	Reading	100	36	NA	55	100	42	38	50	95	41	39	56
	Language	100	40	31	49	100	45	38	50	96	44	37	54
	Mathematics	100	64	49	63	100	44	41	49	91	43	41	52
6	Reading	96	47	NA	56	99	44	44	51	100	58	48	56
	Language	100	43	33	48	99	39	37	47	100	56	41	50
	Mathematics	100	62	58	66	99	46	45	52	97	68	56	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 9 Teacher(s)
- 2 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

## Council Duties

- Ü School Safety and Attendance Issues
- Ü Schoolwide Discipline Process
- Ü Title I Budget
- Ü Student Achievement and Assessment
- Ü Parent Involvement & Community Relations
- Ü Professional Development

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	46.00
Other Professional Staff	7.00	Teacher Aide	17.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	0	0	0
4 to 6 years	10	1	0	0
7 to 9 years	4	2	0	0
10 or more years	6	13	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

- Ü Computer Lab w/ 30 stations
- Ü Library/Media Center
- Ü Art Room
- Ü Band Room

## Extracurricular Activities

- Ü Boys/Girls Basketball (Grades 4-6)
- Ü Boys/Girls Soccer (Grades 4-6)
- Ü Boys/Girls Wrestling (Grades 4-6)
- Ü Boys/Girls Volleyball (Grades 4-6)
- Ü Girls Softball (Grades 4-6)
- Ü Student Council (Grades 4 - 6)

## Social Services

- Ü Before/After School Care
- Ü Osborn Health Partnership Clinic
- Ü On-Site Counseling Services
- Ü Phoenix Parks & Recreation
- Ü Probation Officer
- Ü Parent Liaison
- Ü Headstart Preschool

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

ü Four Solano Teachers completed their reading endorsement through a partnership with ASU West.

## Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	92	95	94	95
Promotion Rate <sup>5</sup>	88	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

### School-level Efforts to Ensure a Safe and Healthy Learning Environment

Access to the campus is through the office only during school hours. Visitors are required to sign-in and wear a badge. All personnel wear a district badge. We practice emergency drills such as fire, bus evacuation, and lockdown procedures.

Solano has a schoolwide discipline process, which includes a Responsible Thinking Classroom. We also have services such as an on-site counselor, nurse, Psychologist, and Probation Officer available.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Karen Epps	(602) 707-2610
Transportation Policy	John Bachler	(602) 707-2050
Community Resources	Carmen Esparza	(602) 707-8675
School Nutrition Programs	Melissa Lazzell	(602) 707-2630
Parent Organization	Debra Margadant	(602) 707-2600
Student Health/Nurse	Scarlett Baeza	(602) 707-2615

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

## DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

## Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

## Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

## Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

## Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

## Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.